Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Bastrop ISD	**011-901**	**Cedar Creek Elementary 011-901-103**	**N/A**

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000230	**13**	**27,35**	**021558937**

Mailing address	City	State	ZIP Code
906 Farm Street	**Bastrop**	**TX**	**78602-3310**

Primary Contact

First name	M.I.	Last name	Title
Nancy		**Roll**	**Director for Professional Learning, Grants and Federal Programs**

Telephone #	Email address	FAX #
(512) 321-2292	**nroll@bisdtx.org**	**(512) 332-0401**

Secondary Contact

First name	M.I.	Last name	Title
Steve		**Murray**	**Superintendent**

Telephone #	Email address	FAX #
(512) 321-2292	**smurray@bisdtx.org**	**(512) 321-7469**

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Steve		**Murray**	**Superintendent**

Telephone #	Email address	FAX #
(512) 321-2292	**smurray@bisdtx.org**	**(512) 321-7469**

Signature (blue ink preferred) Date signed

08/10/2015

701-15-107-036

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- i. Take into account data on ***student growth*** as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

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ii. Uses the definition of ***student growth*** as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
3. Increase learning time and creating community-oriented schools.
   (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
   (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
   (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8. The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school-years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:

   (A) Data to identify the population at risk of dropping out of school;

   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;

   (C) Early College brochures in all languages relevant to the school community;

   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

   (B)Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.

   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in

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early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

   (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

   (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

   (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

   (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

   (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

   Adapted from Texas Early College High School Blueprint, Benchmark 4.

   By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

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9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

   (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

   (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

   (C) Clear opportunities for students to have regular use (at least six times per school-year) of college academic facilities, regardless of early college school site.

   (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

   Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school-year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

   1. Offer full-day kindergarten.

   2. Establish or expand a high-quality preschool program.
      A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
      (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

      (B) High-quality professional development for all staff;

      (C) A child-to-instructional staff ratio of no more than 10 to 1;

      (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

      (E) A full-day program;

      (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

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(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

(J) Program evaluation to ensure continuous improvement;

(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

(L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual

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	students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.
10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or

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	year; and by addressing each of the following areas: (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements: 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated

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	by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600/ 15XX				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.
Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.
Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bastrop ISD's Cedar Creek Elementary has been identified as a Focus campus that has been rated "**Improvement Required**" in both the 2014 and 2015 Accountability Ratings, as posted in the Texas Accountability Ratings System for Texas Public Schools and Districts. ***(20 Priority Points)*** Utilizing TTIPS funds, the campus will implement an **Early Learning Intervention Model** at the campus that will increase student achievement by establishing a high-quality full-day Pre-school Program. The program will include structural elements that are evidence-based and nationally recognized as important for ensuring accelerated achievement, profound and radical transformation, and sustained reform.
The district has devised a program that demonstrates a clear ability to benefit from grant resources based on their vision for school reform, district commitments, and existing district capacity and resources, along with well-planned organizational and communication structures that will enable reforms to take place. ***(10 pts.)***

Vision and Focus for School Reform: In order to insure the success of the program in implementing long-term reforms, Cedar Creek Elementary administration will work with staff and community members to build a collective educational vision that is clear, compelling, and connected to teaching and learning. This collective vision will help the campus to focus on what is important, motivate staff and students, and increase the sense of shared responsibility for student learning. School Reform will address the following areas:

- Enhancing the full-day Kindergarten Program;
- Expanding the Pre-school Program from half-day to full-day;
- Ensuring staff includes a teacher with a bachelor's degree in early childhood education or a field within a state-approved alternative program;
- Providing high-quality professional development training to all staff;
- Providing time in teacher schedule for PLCs to analyze data and plan for instruction and student interventions
- Restructuring classes to ensure that class sizes do not exceed 20 students and that the child-to-instructional ratio is no more than 10:1;
- Reviewing instructional salaries in order to ensure that they are comparable to the salaries of local K-4th staff;
- Providing comprehensive services that encourage parental involvement;
- Improving student access to technology and curriculum that is research-based and proven to increase students' academic performance; and
- Partnering with an Evaluation Team that will conduct surveys, review data, and do classroom walk-throughs in order to identify areas of concerns.

Sense of Urgent Need for Change: The district understands that lasting change cannot occur without the commitment of the teachers, staff, community members, and parents. Therefore, the district has outlined the real threats that the campus faces. Threats include:

- Campus staff may face termination or may not have their contracts renewed;
- Campus staff may be reassigned to a different campus;
- The Texas Education Agency may assign a management team or monitor to oversee the campus operations. Include conducting interviews and surveys, monitoring expenditures, conducting walkthroughs, and more; and
- The campus may be closed down and students may be reassigned to other campuses.

These threats are designed to be tied to a positive vision for education excellence that will help ensure buy-in from key stakeholders; thus, enforcing successful and consistent program implementation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

High Expectations for Results: The vision for campus reform will be monitored by setting measurable goals that must be met. Each goal will be aligned to one of the seven Critical Success Factors that have been identified by TEA as being impactful to achieving continuous school improvement:

PROGRAM GOALS

#	Goal	Critical Success Factors
1.	Increase the percentage of students who pass the STAAR reading test from ***58%*** to ***68%*** and will have a minimum of a ***5%*** increase each subsequent year.	Improve academic performance
2.	Increase the percentage of students who pass the STAAR writing test from ***48%*** to ***58%*** and will have a minimum of a ***5%*** increase each subsequent year.	Improve academic performance
3.	Increase the percentage of students who pass the STAAR math test from ***54%*** to ***64%*** and will have a minimum of a ***5%*** increase each subsequent year.	Improve academic performance
4.	The campus will increase their attendance rates from **96.1%** to **97.1%** and will have a ***.5%*** increase each subsequent year.	Improve school climate
5.	The campus will create and hold **5** new school-related functions annually for parents and community members in order to increase parental involvement.	Increase family and community engagement
6.	The campus will devise ***8*** new instances to review data in order to refine classroom instruction, training plans, and program outcomes annually.	Increase the use of quality data to drive instruction.
7.	The percent of teachers that demonstrate growth/improvement in their performance will increase to **50%** and will have a minimum of **8%** growth annually. Increase will be based on those teachers retained during each year of the program.	Increased teacher quality

In order to ensure that the district meets the program goals, milestones have been identified that will be used to measure whether or not the campus is on track. These milestones will serve as process-based goals that will help ensure that procedures, activities, and services are being conducted. Data will be collected through surveys, assessments and classroom grades, and PEIMS reports in order to monitor Performance Measures and determine whether the program is being successful in showing program growth.

Operational Flexibilities that will be Afforded the Campus in a Reform Effort: The district will provide the campus with operational flexibility, to include staffing, calendars, time, and budgeting) to implement a comprehensive approach to substantially increase student achievement. Initiatives will include:

- Provide teachers the opportunity to attend professional development trainings that support priority school initiatives;
- Extend learning time by 30 minutes in order to increase students' access to math and ELA academics;
- Meet with campus administrators to develop the Campus Calendar to include added opportunities to engage parents and community members in the student culture. This may include parent/teacher conferences, academic nights, etc.;
- Increased planning time provided through Professional Learning Communities; and
- Meet with instructional staff to determine what resources are needed to engage students. This may include technology, RtI software, and student performance incentives.

Organizational Structures: The organizational structures of the district are in place to support student achievement. This organizational structure will encourage the highest levels of performance and allow the district to achieve the program goals as defined in the vision for school reform. The campus organizational chart will provide staff, students, parents, and community members with clear lines of authority and accountability. Campus leaders, to include teacher mentors and Bilingual Education Instructional Coaches will be assigned to provide direct guidance to new and struggling teachers.

Existing Capacity and Resources: The campus will build upon existing capacity and resources that are available at the campus and district level. This will include moving teachers and staff that have a proven record of success with stipends to serve as teacher mentors and converting existing campus space to serve as computer labs, enhancing existing academic programs, such as after-school tutorials and reading clubs, etc. in order to target additional students.

Communication Structures: The campus will schedule quarterly meetings with district and campus administration in order to review the program's progress. The meetings will be open to the public in order to encourage parent and community participation and ensure program transparency. Stakeholders will be notified of dates of meetings through flyers, which will be posted throughout the school, community, as well as, be sent home to parents; campus marque; campus website; and through the parent notification service. In addition, the meetings will be uploaded to the district and campus websites so that all interested parties that could not attend can view at their own convenience.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$1,126,307	$0	$226,458	$1,184,198	$0	$1,184,198	$0	$1,184,198	$0	$1,184,198	$0	**$5,863,099**
#8-Professional and Contracted Services	6200	$361,605	$48,961	$59,241	$392,200	$58,650	$392,160	$58,620	$392,160	$58,620	$349,877	$47,908	**$2,160,761**
#9-Supplies and Materials	6300	$142,475	$0	$4,831	$122,252	$0	$122,022	$0	$122,022	$0	$14,945	$0	**$523,716**
#10-Other Operating Costs	6400	$9,400	$0	$2,200	$11,700	$0	$11,000	$0	$11,000	$0	$0	$0	**$43,100**
#11-Capital Outlay	6600/ 15XX	$236,000	$0	$0	$186,000	$0	$186,000	$0	$186,000	$0	$0	$0	**$794,000**
Consolidate Administrative Funds			☐ Yes **X** No										
1.852% indirect costs (see note):		N/A	0	N/A	N/A	$0	N/A	$0	N/A	$0	N/A	$0	**$0**
Grand total of budgeted costs (add all entries in each column):		**$1,875,787**	**$48,961**	**$292,730**	**$1,896,350**	**$58,650**	**$1,895,380**	**$58,620**	**$1,895,380**	**$58,620**	**$1,549,020**	**$47,908**	**$9,384,676**

Administrative Cost Calculation

Enter the total grant amount requested:	**$9,384,676**
Percentage limit on administrative costs established for the program (5%):	5%
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	**$469,233**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school-years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school-year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher	5		$187,500	$56,250	$90,000	$90,000	$90,000	$90,000	**$547,500**
2	Educational aide	17		$354,167	$106,250	$425,000	$425,000	$425,000	$425,000	**$2,054,167**
3	Tutor									
Program Management and Administration										
4	District Coordinator	1		$36,459	$7,292	$50,000	$50,000	$50,000	$50,000	**$236,459**
5										
Auxiliary										
7										
Other Employee Positions										
10	Bilingual Education Coach	1		$50,000	$15,000	$60,000	$60,000	$60,000	$60,000	**$290,000**
11	Parent Involvement Specialist (Spanish Speaking)	1		$33,333	$10,000	$40,000	$40,000	$40,000	$40,000	**$193,333**
13	Subtotal employee costs:			**$661,459**	**$194,792**	**$665,000**	**$665,000**	**$665,000**	**$665,000**	**$3,321,459**
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay: 20 Substitutes x $25 x 5 hrs. per year			$2,500		$2,500	$2,500	$2,500	$2,500	**$12,500**
15	6119 Professional staff extra-duty pay:									**$0**
Instructional Planning Time: 47 teachers x $30 x 36 hrs. per year				$37,013	$7,403	$50,760	$50,760	$50,760	$50,760	**$240,053**
Tutoring: 8 teachers x $30 x 344 hrs. per year				$48,160		$82,560	$82,560	$82,560	$82,560	**$378,400**
Principal Stipend: $4,000 per year				$4,000		$4,000	$4,000	$4,000	$4,000	**$20,000**
DCSI Stipend: $4,000 per year				$4,000		$4,000	$4,000	$4,000	$4,000	**$20,000**
Bilingual Teacher Stipend/Sign-on bonus				$6,000		$6,000	$6,000	$6,000	$6,000	**$30,000**
Mentor Teacher Stipend: 5 Mentors x $6,500 per year				$32,500		$32,500	$32,500	$32,500	$32,500	**$162,500**
Teacher Stipend: 42 teachers x $5,000 per year				$210,000	$0	$210,000	$210,000	$210,000	$210,000	**$1,050,000**
17	Employee benefits			$120,675	$24,263	$126,878	$126,878	$126,878	$126,878	**$628,187**
19	Subtotal substitute, extra-duty, benefits costs			**$464,848**	**$31,666**	**$519,198**	**$519,198**	**$519,198**	**$519,198**	**$2,541,640**
20	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$1,126,307**	**$226,458**	**$1,184,198**	**$1,184,198**	**$1,184,198**	**$1,184,198**	**$5,863,099**

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Will be utilized to accommodate the addition of two new Pre-Kindergarten classrooms.	$135,000		135,000	135,000	135,000	135,000	**$675,000**
6269	Contracted publication and printing costs (specific approval required only for nonprofits)							**$0**
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$135,000**	**$0**	**135,000**	**135,000**	**135,000**	**135,000**	**$675,000**

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	**Interactive Classroom Technology Training and Support-** Will provide training and on-going support on classroom technology including the use of whiteboards, mobis, clickers, etc.	☐	$3,000	$1,000	$3,000	$3,000	$3,000	$3,000	**$15,000**
2	**School Climate Vendor -** Will promote a positive school climate, which includes a safe, supportive environment that nurtures social, emotional, and academic skills.	☐	$15,000	$3,000	$20,000	$20,000	$20,000	$15,000	**$90,000**
3	**Professional Development (PD) Training Team-** Will provide a spectrum of trainings identified by the evaluation team from their formative/summative findings to help address students' academic, social and emotional needs.	☐	$57,743	$8,782	$58,650	$58,620	$58,620	$47,908	**$281,541**
4	**Instructional Coaches-** Will be responsible for bringing evidence-based practices into classrooms by working with teachers and other school leaders.	☐	$95,833	$28,750	$115,000	$115,000	$115,000	$115,000	**$555,833**
5	**Region Service Center-** Will offer a host of professional development trainings that are designed to improve teachers' and staff's leadership abilities.	☐	$10,000		$20,000	$20,000	$20,000	$7,500	**$77,500**
6	**Professional Development-** Will provide professional development trainings designed to increase parental involvement, classroom management, and PBIS initiatives.	☐	$10,000		$15,000	$15,000	$15,000	$7,500	**$62,500**
7	**STEM-Related Training-** Will provide training on the use of STEM-Related manipulatives.	☐	$7,000	$6,000	$6,000	$6,000	$6,000	$3,000	**$28,000**
8	**Evaluation Team-** Will conduct a thorough evaluation of the TTIPS program that will include surveys, walk-throughs, and quarterly and annual reports.	☐	$76,990	$11,709	$78,200	$78,160	$78,160	$63,877	**$375,387**
b.	Subtotal of professional services, contracted services, or subgrants:		**$275,566**	**$59,241**	**$315,850**	**$315,780**	**$315,780**	**$262,785**	**$1,485,761**
a.	**Subtotal of professional and contracted services requiring specific approval:**		$135,000	$0	$135,000	$135,000	$135,000	$135,000	**$675,000**
b.	**Subtotal of professional services, contracted services, or subgrants:**		$275,566	$59,241	$315,850	$315,780	$315,780	$262,785	**$1,485,761**
c.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**								
	(Sum of lines a, b, and c) Grand total		**$410,566**	**$59,241**	**$450,850**	**$450,780**	**$450,780**	**$397,785**	**$2,160,761**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **011-901** | Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	**Laptops**	Will be utilized by core area teachers, DCSI, Principal, and Teacher Mentors to track students' progress, create lesson plans, complete surveys, and view online trainings.	49	700	$34,300						**$34,300**
	2	**Printers**	Will be utilized by TTIPS staff and students to print data results, surveys and questionnaires, and classroom assignments.	10	700	$3,500		$3,500				**$7,000**
6399	Technology software—Not capitalized											
6399	Supplies and materials associated with advisory council or committee											
	Subtotal supplies and materials requiring specific approval:					**$37,800**	**$0**	**$3,500**	**$0**	**$0**	**$0**	**$41,300**
	Remaining 6300—Supplies and materials that do not require specific approval:											
	PBIS Incentives- Small incentives to be utilized to reward students for positive behavior and academic improvement.					$2,917		$15,000	$15,000	$15,000		**$47,917**
	STEM-Related Manipulatives-Will provide students' with hands-on STEM-related manipulatives that are designed to increase students' participation in math and science.					$84,000		$86,000	$86,000	$86,000		**$342,000**
	Infrastructure- Will be utilized to purchase wires, switches, and ports needed to increase the campus's infrastructure in order to support the added technology. The campus assures it will not utilize funds for remodeling or construction purposes.					$8,000	$3,000					**$8,000**
	Miscellaneous Supplies					$9,737	$9,758	$1,831	$17,752	$21,022	$21,022	**$84,034**
	Grand total:					**$142,475**	**$4,831**	**$122,252**	**$122,022**	**$122,022**	**$14,945**	**$523,251**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **011-901** | Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:							$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:							$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:							$0
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:							$0
6429	Actual losses that could have been covered by permissible insurance							$0
6490	Indemnification compensation for loss or damage							$0
6490	Advisory council/committee travel or other expenses							$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:							$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:							$0
	Subtotal other operating costs requiring specific approval:	$0	$0	$0	$0	$0	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:							
Travel to attend required trainings. Includes registration fees, room, travel, and per diem.		$7,000	$1,000	$6,000	$6,000	$6,000		$25,000
Travel to attend other trainings. Includes registration fees, travel, room, and per diem.		$1,000	$500	$5,000	$5,000	$5,000		$16,000
Travel to visit other TTIPS programs.		$1,400	$700	$700				$2,100
	Grand total:	**$9,400**	**$2,200**	**$11,700**	**$11,000**	**$11,000**	**$0**	**$43,100**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: **011-901** | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A							
66XX/15XX—Technology hardware, capitalized										
2	**Computers on Wheels:** Will be utilized in classrooms by students to complete assignments, access RtI software, answer surveys, and conduct research.	Year 1 – 1 Year 2 – 9 Year 3 – 9 Year 4 - 9	$20,000	$20,000		$180,000	$180,000	$180,000		**$560,000**
3	Will provide teachers with technology needed to create a 21st century learning environment. The technology is designed to increase students' classroom interaction.	7	$30,000	$210,000						**$210,000**
4										
5										
6										
7										
8										
66XX/15XX—Technology software, capitalized										
9	Will provide students a consistent visual pattern linked directly to eight specific thought processes designed to increase their ELA and mathematic proficiency.	1	$6,000	$6,000	$0	$6,000	$6,000	$6,000		**$24,000**
10										
11										
66XX/15XX—Equipment, furniture, or vehicles										
14										
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21										
			Grand total:	**$236,000**	**$0**	**$186,000**	**$186,000**	**$186,000**	**$0**	**$794,000**

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	757		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	8	1.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	631	83.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	103	13.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	3	0.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	630	83.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	426	56.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	51	6.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	55		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	10		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	-	-%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	172	65%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus has been identified as a Focus campus that has been rated "Improvement Required" in both the 2014 and 2015 Accountability Ratings, as posted in the Texas Accountability Ratings System for Texas Public Schools and Districts. This rating was assigned to the campus based upon the following reasons:

STAAR Test Results: A review of the TAPR and Accountability Summary results ranging from the 2012-1015 school-years indicate that Cedar Creek Elementary has a history of consistently falling beneath the state's average on the number of students who meet the standard in each of the tested areas. In fact, the campus had only ***54%*** of its student's pass all sections of the STAAR test for the 2013-2014 school-year. This is 23% below the state's average of 77%. The table below illustrates that a trend exists in the campus's inability to meet state standards. Areas of weakness are noted in red:

3-YEAR NEEDS ASSESSMENT TREND RESULTS

Year	Math		Reading		Writing	
	Campus	State	Campus	State	Campus	State
2014-2015	--	81%	65%	77%	46%	72%
2013-2014	54%	78%	58%	76%	48%	72%
2012-2013	61%	79%	55%	80%	51%	63%

Source: *2012-2013 and 2013-2014 Texas Academic Performance Report (TAPR); and 2015 Accountability Summary*

Student Demographics: The gaps between the campus and state standards can be attributed to the campus high percent of economically disadvantaged students that are derived from minority groups. The table below details the campus demographics in comparison to the state's demographics. Areas of need are notated in red:

STUDENT DEMOGRAPHICS

Year	Economically Disadvantaged		At-Risk		Hispanic Ethnicity		ELL	
	Campus	State	Campus	State	Campus	State	Campus	State
2014-2015	**83.4%**	DNA	**87.4%**	DNA	**86.8%**	DNA	**59.8%**	DNA
2013-2014	83.2%	60.2%	82.4%	49.9%	83.4%	51.8%	56.3%	17.5%
2012-2013	82.3%	60.4%	76.3%	44.7%	80.3%	51.3%	54.9%	17.1%
2011-2012	79.4%	60.4%	76.3%	45.4%	77.0%	50.8%	51.1%	16.8%

Source: *2011-2012 Academic Excellence Indicator System (AEIS); 2012-2013 and 2013-2014 Texas Academic Performance Report (TAPR); and 2015 Accountability Summary*

Crime-Related Data: In addition to the data listed above, the data provided in the table below also details how performance at school directly impacts the students' future outcomes. Since students who do not develop a good foundation tend to struggle throughout the rest of their education, this leads students to drop out prior to graduation. This, in turn, leads to the high percentage of youth that become involved in criminal activity. Areas of concern are notated in red:

CRIME RELATED DATA

Year	Drop Out		Crime Related Data Bastrop County			Crime Related Data Texas		
	District	State	Youth	All	%	Youth	All	%
2013-2014	21.2%	18.7%	515	3,214	16.0%	4,040	1,052,196	.38%
2012-2013	26.3%	19.4%	417	3,143	13.3%	4,454	1,076,501	.41%
2011-2012	28.9%	19.9%	536	3,415	15.7%	5,210	1,141,405	.46%

Source: *2011, 2012, and 2013 American Fact Finder and Easy Access to FBI Arrest Statistics 1994-2013*

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	**61**		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	**47.3**	**77.5%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	**4.5**	**7.4%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	**2**	**3.3%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	**7.2**	**11.8%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	**0**	**0%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	**15**	**31.7%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	**31.3**	**66.2%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	**0**	**0%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	**1**	**2%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	**13**	**27.5%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	**11**	**23.3%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	**16**	**33.8%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	**6.3**	**13.3%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	**$42,498**		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	**$42,940**		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	**$43,834**		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	**$48,288**		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	**$55,151**		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	2	**0.3%**	2013-2014 Texas Academic Performance Report (TAPR), District Performance
Staff with Bachelor's degree as highest level attained	477	**75.3%**	2013-2014 Texas Academic Performance Report (TAPR), District Performance
Staff with Master's degree as highest level attained	154	**24.3%**	2013-2014 Texas Academic Performance Report (TAPR), District Performance
Staff with Doctoral degree as highest level attained	1	**0.2%**	2013-2014 Texas Academic Performance Report (TAPR), District Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the years, Cedar Creek Elementary has struggled to implement a consistent bilingual education model plan that is designed to improve the academics of the non-English speaking students that are enrolled at the campus. The two chief reasons for this disconnect is due to: 1) the high bilingual teacher turnover, and 2) the lack of English proficiency in the bilingual teachers. This leads to issues with and ELL students mastering English vocabulary; thus, resulting in a lack of comprehension in all coursework.

On average, bilingual teachers remain at the campus for 1 year and then transfer to other districts that can offer better pay and training for them. This directly impacts the students' performance since a consistent curriculum plan cannot be put into place that can be adjusted to ensure growth. Instead, the campus is constantly training first year bilingual teachers each year.

One of the key reasons for the high bilingual teacher turnover is the lack of support and resources each teacher has available to them and the ability to earn more salary in area school districts. Moreover, there is a need for established procedures and programs in place to provide teachers with a structured training plan. Also, there is a lack of teacher mentoring, collaboration, and advancement. Subsequently, teachers are not willing to invest in the future of the school.

While the district understands the importance in providing teachers with collaborative opportunities and support, the district is faced with the difficult task of organizing and generating buy-in from teachers for this to succeed. Therefore, in order to foster an open, supportive and collaborative campus culture that will allow teachers to seek and attain growth within their field, the district requires the funds to:

- Attract and keep Highly Qualified bilingual teachers;
- Hire a Bilingual Specialist to provide high-level support in the implementation of the bilingual model;
- Hire Bilingual Education Instructional Coaches that will plan and develop interventions and work with teachers to develop classroom tier interventions;
- Hire an individual that will be directly responsible for organizing and overseeing the creation of the teacher support systems, to include Professional Learning Communities (PLC), a Teacher Mentor Program;
- Provide extra-duty pay to teachers in order to motivate them to not just attend, but to actively take part of and support the new teacher support system; and
- Implement a Teacher Incentive Program that will be offered to teachers that demonstrate growth and improved student academic results.

Through these measures, the district is confident that it can successfully increase the teachers' capabilities, but can also create an added sense of community within the campus. This will ensure that teachers share in the success and failures of the school and push to excel in their teaching strategies.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: **011-901**												Amendment # (for amendments only):		
Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
93	**122**	**117**	**143**	**137**	**145**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**757**
Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
6	**7**	**7**	**7**	**6**	**6**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**39**

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 4 grant, the district analyzed the needs of Cedar Creek Elementary. Elements of the needs assessment included the review of the instructional programs that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the infrastructure that is available for student and teacher use. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems. The following is a description of the process and activities that the district utilized to conduct the campus needs assessment and to analyze the data.

Needs Assessment: In conducting the needs assessment, the campus staff collected and reviewed the following data: Daily assignment scores; Attendance records; Teacher and staff participation; Quality of available resources; Parental involvement documentation (sign-in sheets); Student and teachers accessibility to resources; Test scores; PEIMS 425 records; Teacher and staff experience; Teacher and staff recent performance evaluations; Quality/dependability of partners and vendors; and Campus hours of operation. Each of these areas was compared to the campus and state data in order to identify which areas required improvement.

Model Selection and Planning Process: The district and campus administration met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. Stakeholders included: Superintendent, Campus Principal, Chief Financial Officer, Assistant Superintendent for Curriculum and Instruction, Counselor, and Teachers. In all, a total of 2 planning meetings were held in the course of a 6 week period. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity, or mandatory requirements) that support prioritization were applied. Since a significant gap was identified in the students' academic scores and teacher experience, the district chose to implement the TTIPS **Early Learning Intervention Model**. This would allow the campus to utilize funds to restructure and enhance existing resources and programs, while also implementing new programs that are research-based and effective.

Decision-Making Activities/Strategies: To facilitate the decision-making process and ensure that a wide range of ideas were considered the district provided all stakeholders with the list of the campus's identified gaps and needs. Stakeholders were encouraged to submit their ideas for solutions. All suggestions were compiled into one document and reviewed as a whole during the following scheduled planning meeting. The attending stakeholders chose the solutions that provided the best chance for generating campus reform while still conforming to the parameters of the TTIPS Program.

Goals and Interventions: The following goals and interventions were selected:

- Offer full-day Pre-school and Kindergarten Program;
- Hire a Bilingual Education Instructional Coach to plan/develop and work with teachers to develop classroom Tier I interventions;
- Lease 2 portable buildings and hire 3 Pre-Kindergarten teachers provide a full-day Pre- Kindergarten Program;
- Providing high-quality professional development training to all staff;
- Reviewing instructional salaries in order to ensure that they are comparable to the salaries of local K-4 staff;
- Providing comprehensive services that encourages parent involvement;
- Improving students' access to technology and curriculum that is research-based and proven to increase students' academic performance;
- Partnering with an Evaluation Team that will identify areas of concerns.
- Increasing planning time provided through Professional Learning Communities;
- Providing teachers with additional professional development trainings that support priority school initiatives;
- Implement an after-school and summer academic extension and enrichment program;
- Restructuring classes to ensure class sizes do not exceed 20 students and the child-to-instructional ratio is no more than 10:1; and
- Meeting with campus administrators to develop the Campus Calendars to include added opportunities to engage parents and community members in the student culture.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
  - ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround
  - ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has opted to go with the Early Learning Intervention Model. ***(20 Priority Pts.)*** The district clearly understands that families, early care and educational professionals, and communities can all share accountability for the academic development and well-being of the students. Since children's brain and social-emotional development are most active in the early years of their life, it is imperative that the campus collaborate with these individuals to develop learning opportunities in a variety of settings and situations. This is especially important since young children grow and learn best when all of the adults in their lives understand child development and are consistent with each other.
(**Source:** *Core Competencies for Early Care and Education Professionals, 2009*)

The **Early Learning Intervention Model** was selected because it would provide a framework of developmentally appropriate expectations for children that can guide the creation, evaluation, and improvement of conditions necessary for children's educational development. It is anticipated that the combined efforts of families, early care and educational professionals, and communities will provide expanded opportunities for positive development and learning experiences.

The proposed **Early Learning Intervention Model** will facilitate the collaboration between all stakeholders and will lend itself to provide opportunities for promoting dialogue across settings and strengthening the early care and education system. Careful articulation of early learning standards will provide a common vision among all stakeholders and will unite early care and education programs at the campus.

The acquisition of research-based resources through grant funds will support this vision and ensure the success of the program. These resources will include:

- Technology and hardware;
- RtI Curriculum;
- Hands-on STEM-related manipulatives;
- Literacy resources; and
- Early intervention notification programming.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Actions Taken to Solicit Input from Stakeholders in Selecting the Model: As the district and campus began reviewing the TTIPS Program guidelines and trying to determine which intervention model would be followed, it was determined that family and community input would be required to ensure their support and participation. The district and campus staff identified which methods would be most effective in engaging these stakeholders and gathering input. Outreach was conducted through the following methods: Parental Involvement Committees; Professional Associations, Website, and surveys.

Family and the community members were and have been meaningfully engaged in assessing the program needs and selecting the school improvement model. ***(10 pts.)*** The meeting provided the district with the opportunity to educate the families and community members of the different intervention models that were available. A breakdown of each intervention was provided that included a list of possible benefits and downsides. In addition, families and the community members were provided with relevant data that detailed the area of weaknesses for the campus.

How Input Was Taken into Consideration when Selecting the Model: As part of the discussion, the district and campus administration informed the families and community members of the following key requirements that would need to be met as part of the **Early Learning Intervention Model**:

- The need to increase classroom learning time and how this would result in changes to the current daily schedule and time allocated for activities outside the instructional core
- The need to have family and community members be a part of the Implementation Team.
- The need for families and community members to take a more active role in campus activities.

The meeting was opened for discussion in order to allow the families and community members to ask questions and provide suggestions. At the conclusion of the meeting, the administrative staff utilized a show of hands in order to determine which intervention model the public would most support. The families and community unanimously agreed that based on the intervention models designs and the goals of the campus, the **Early Learning Intervention Model** would meet most of the needs for the district and campus.

Plans to Meaningfully Engage Families and Community in the Implementation on an on-going Basis: Family and community members will be meaningfully engaged in an on-going basis through the implementation of the program. ***(10 pts.)*** In order to ensure that family and community members remain engaged throughout the implementation of the program, the administrative staff has designed the following strategies:

- Parents and community members will be provided with quarterly updates that details students' academic and behavioral growth. This notice will be sent to parents and community members via email and through a flyer. The flyer will include the date of the next Advisory Meeting to be held. During the Advisory Meeting, time will be allotted for families and community members to voice concerns and provide feedback.
- The campus calendar will be enhanced in order to include added opportunities to engage family and community members. This may include: Parent/Teacher Conferences, Parent/Community Academic Nights, etc.
- The campus and TTIPS staff will ensure that family and community members are a part of the Implementation Team throughout the Program. In the event that an individual can no longer take part in these meeting or fails to attend, the TTIPS District Coordinator of School Improvement (DCSI) will look for replacements.

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Schedule #14—Management Plan

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	**District Coordinator of School Improvement (DCSI) (required)**	Will lead the campus through the implementation of long-term reforms, as set forth in the TTIPS **Early Learning Intervention Model**. This includes operating in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG), enrolling in the Children's Learning Institute (CLI), and contracting with a community-based provider to provide the high-quality preschool programs.	• Qualifications will include: Experience Managing Programs, Budgets, Personnel, and vendors. • A minimum of 5 years of experience in a related field. • Bachelor's Degree in Educational Management Field.
2.	**Superintendent**	Will obligate the district to grant activities according to state regulations. Ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Support and provide oversight to the program by attending scheduled TTIPS meetings and reviewing collected data results.	• Teacher/Coach and a High School Principal. • 15 years serving as a Superintendent. • Master's Degree in Education and a Superintendent Certificate
3.	**Principal**	Will monitor the implementation of the program and ensure that all stakeholders are kept abreast of program growth and outcomes. Will ensure that all staff, teachers, parents, community members, and students participate in all surveys and questionnaires conducted by TEA and the external Evaluation Team.	• Qualifications will include experience working with ELL students and successfully overseeing programs. • A minimum of 5 years of experience in a related field and a Master's Degree in education or similar field.
4.	**Interventionist**	Will serve as an On-Site Instructional Leader for teachers. Assist in coordinating interventions for students in all areas and be responsible for planning, implementing and evaluating the educational program relevant to the needs of the students. Will provide support to teachers through curriculum, training and offering interventions to students in need.	• Qualifications will include: display on-going commitment to the school and actively participate in school functions. • A minimum of 5 years of experience in a related field and a Bachelor's Degree.
5.	**Parent Involvement Specialist (Spanish Speaking)**	Will provide support for community outreach to students and families. Will facilitates communication between staff, administration, students and families with specific emphasis on Spanish speaking students and families.	• Qualifications will include: display on-going commitment to the school and actively participate in/or plan school functions. • A minimum of 5 years of experience and a Bachelor's Degree.
6.	**Chief Financial Officer**	Will ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Will review all expenditures in order to ensure they are allowable through grant funds. Will ensure that all expenditures are properly coded prior to being submitted.	• Qualifications include: experience with school finance, budgets, grants and program management. • A minimum of 5 years of experience and Bachelor's Degree in finance or related field.
7.	**Teacher Mentors**	Will provide new and struggling teachers with oversight and training. Will serve as the facilitators during all planning learning times. Will conduct classroom walkthroughs on assigned teachers and provide the teachers with feedback and suggestions.	• Qualifications will include: display on-going commitment to the school, proven record for student growth in own classroom, and I a willingness to actively participate in/or plan school functions. • A minimum of 5 years of experience. • Bachelor's Degree.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	**National School Climate Center**	Will assist the campus in promoting a positive and sustained school climate, which will include a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. This will be accomplished by providing access to online surveys, school climate portal, Comprehensive School Climate Inventory (CSCI) Report, and Action Worksheets.	• Founded in 1996, Columbia University. • President is Jonathan Cohen, Ph.D. • Assisted more than 230 schools across 24 states in the United States.
2.	**Children's Learning Institute (CLI)**	Will assist the campus in implementing the Texas School Ready! Project as an early education approach. Will increases students' school readiness through five evidence-driven components: research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher mentoring, and sustainability.	• 10 years' experience in implementing the Texas School Ready! Program. • Experience serving more than 2,000 teachers. • Experience serving more than 350,000 at-risk students in Texas.
3.	**Comprehensive Training Center (CTC) Evaluation Team**	Will use a rigorous, transparent, and equitable evaluation system that employs both formative and summative data. Will conduct surveys, administer questionnaires, and conduct walkthroughs in order to collect data. Will submit a detailed evaluation report that will include all findings of the evaluation.	• 10 years' experience in program evaluations similar in size and scope of the TTIPS Program. • Experience in collecting data and organizing it into a comprehensive report that details strengths, weaknesses, and suggestions for improvements.
4.	**TTIPS Instructional Coach (Region 13 ESC)**	Will work directly with teachers to provide new instructional methodologies and best practices. Will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.	• Experience serving as a highly qualified teacher and evaluating teachers. • A minimum of 5 years of experience in a related field. • Master degree preferred.
5.	**Region 13 Education Service Center (ESC)**	Will provide professional development training to teachers and staff to include: Creating a Positive Campus Climate, Classroom Walk-throughs with Reflective Practice, Applying Technology in the Classroom, Instructional Leadership Development (ILD), Mental Health, Bullying and Reporting Procedures, etc.	Individuals conducting services will be required to have: • A minimum of a Bachelor's Degree. • A minimum 5 years of experience.
6.	**Comprehensive Training Center (CTC) Professional Development Team**	Will provide a spectrum of trainings identified by the evaluation team from their formative and summative findings to help address student's academic, social and emotional needs for both students and parents.	• Over 15 years combined experience in providing customized professional development trainings similar in size and scope of the TTIPS Program. • Trainers will hold a minimum of a bachelor's degree in their expert field.

The staff and external providers on the project each serve a function that is essential to meet program goals and their roles are non-duplicative. ***(10 pts.)***

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods described for recruiting, screening, and selecting external providers ensures highest possible quality in providers. ***(10 pts.)***

Ensure all Project Participants Remain Committed to the Project's Success: The district and campus administrators feel confident that they have the capacity and commitment to provide adequate oversight and related services to the campus staff to implement, fully and effectively, the required grant activities of the **Early Learning Intervention Model**. The campus has demonstrated a great need for the funds as well as a strong commitment from the School Board, Superintendent, Campus Principal, Counselor, Teachers, Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

Campus Support: The campus will appoint a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the campus needs assessment, enlist campus support for the initiative, and participate in all required trainings to include the Advancing Improvements in Education Conference. Campus faculty and administrators will participate in all staff development held at the school campus.

Teachers and Principal Support: As a part of the Early Learning Intervention Model, the National School Climate Center, Children's Learning Institute (CLI), and Comprehensive Training Center (CTC) will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. Workshop and professional development training will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement.

Succession Management Strategies: To ensure that the district and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the TTIPS **Early Learning Intervention Model** will incorporate succession management strategies. The strategies will be aligned to ensure that they are proactive and that they target every level of the organization. The following research-based plan will be utilized:

- The district will create job descriptions for every position that defines the behavior, attitude, skills, knowledge, experience and talent necessary to succeed in the role. These models will help teachers and staff understands what's expected of them in their current role and what it will take to be ready to move forward.
- The district will assess all teachers and staff in order to identify individuals that are prepared to take on key leadership roles. As part of the assessment, administrative staff will talk to teachers and staff about their career goals to ensure that their aspirations are aligned to the requirements of the district.
- The district will assess the teachers' current skills and identify professional trainings, skills, and certifications that may need to be acquired in order to advance.
- The identified teachers and/or staff will be assigned to "shadow" the individual that is currently filling the position in order to be provided with hands-on experience.

Through these succession management strategies, TTIPS staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the district. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
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In designing the **Early Learning Intervention Model,** the campus proposes to provide initiatives and activities that once developed and implemented, would have the ability to be sustained after the TTIPS Program is completed. The goal of the program was not to provide an easy fix, but to restructure, enhance, and create new campus programs and procedures.

Increase Capacity: In order to increase capacity, the campus understands that it needs to target teachers and devise a manner to elicit a higher level of skill, confidence, and passion from them. This would require providing teachers with professional development training, materials, and support needed to ensure teachers commitment not just to the program but also to Cedar Creek Elementary. These elements included the following:

- Contracting with Region **13** Educational Service Center to provide Instructional Coaches;
- Identifying teachers that have the experience and capacity to serve as teacher mentors;
- Hiring a Bilingual Education Instructional Coach to plan/develop and work with teachers to develop quality classroom instruction and classroom Tier I interventions;
- Providing teachers with professional development training designed to improve their classroom management skills, instruct new research-proven and provide effective teaching methods, etc.
- Implement an after-school and summer academic extension and enrichment program;
- Provide training on the use of data to adapt classroom instruction; and
- Extend learning time to allow for added core area instruction.

Through these measures, teachers could positively impact students' performance.

Create Lasting Change: Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. ***(10 pts.)*** Once teachers and staff are committed to the campus and the academic success of the students, the initiatives that have been created through the TTIPS Program will have the ability to continue to be successfully sustained even after grant funding ends.

As an example, by utilizing grant funds to train teachers to serve as Teacher Mentors, these individuals will become proficient with providing training and support to teachers assigned to them. This will create a rippling effect where new teachers that join the district are continued to be mentored and trained by their peers and in time, they themselves can serve as mentors. This same concept is consistent to all of the planned initiatives and activities that are projected for this program.

In addition, the campus will hire staff, to include Teachers, Bilingual Education Instructional Coach, and a Spanish speaking Parent Involvement Specialist to provide support and training to bilingual staff. It is the intent of the campus to enforce the implementation and structure of the Bilingual Model in order to increase the academic proficiency of ELL students.

Continued Funding and Support: To support the added costs that will be associated with the initiatives (i.e. increased wages, extra-duty pay for planned activities, etc.), the district will actively dedicate funds or look for funding sources that help support and sustain this program over an extended period of time. For example, Title II, Part A funding will be utilized to continue to provide professional development training to Teacher Mentors, who will utilize the Trainer-of-Trainer model to impart knowledge to other teachers. This will help to ensure the district is able to support the cost for providing on-going training. Instructional Materials Allotment (IMA) funds will be utilized to purchase teaching materials that are research-proven to increase student participation and scores.

In addition, a sustainability plan will be enforced that will include the creation of a Handbook of Operating Procedures (HOOP). The HOOP will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes Used to Establish Performance Measures: In the establishment of the performance measures for the TTIPS **Early Learning Intervention Model**, the TTIPS Implementation Team understood that it would be important that they be fashioned to encourage performance improvement, effectiveness, efficiency, and appropriate levels of internal controls. In addition, they would need to incorporate "best practices" related to the performance being measured and be aligned to the identified goals of the program. Therefore, performance measures were created that would align with the TTIPS Vision and Focus for School Reform and improve substantially students' achievement. Below are the steps that were followed:

- ***Step #1:*** Identify which activities and interventions can be utilized to impact each goal. This will help to ensure that all goals are tracked throughout the program and that modifications can be made to the program as needed.
- ***Step #2:*** Identify which resources/data source can be utilized to measure progress. (i.e. grade books, test, etc.)
- ***Step #3:*** Identify who will be the targeted group that will be surveyed or assessed.
- ***Step #4:*** Identify which individual will be responsible for inputting data and/or distributing data collection instrument. (i.e. surveys, sign-in sheets, etc.)
- ***Step #5:*** Identify the individual that will be responsible for collecting data.
- ***Step #6:*** Create a schedule for inputting and collecting data.
- ***Step #7:*** Analyze data and implement appropriate response

Campus' Ability to Exit Lowest-Performing Status: The district is setting high performance measures, proposes to incorporate profound and radical change, and will hold personnel accountable for meeting standards. By tracking these performance measures, the district can ensure the campus has continued growth not just at the end of each year, but instead a steady increase in students' academic and behavioral performance, parent and community involvement, and teachers' experience. This will help ensure the campus will meet their targeted goals and exit lowest-performing status.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As indicated in *Part 1: Establishing Performance Measures*, the campus has identified various types of data that will be collected to inform campus staff on the effectiveness of each intervention and activity. This includes the following:

Qualitative Data: Will include:

- ***Observations*** - TTIPS DCSI, Principal, Evaluation Team, and Instructional Coaches will gather data by identifying and recording the characteristics and behavior of students, teachers, staff, parents, and community members through observation. This will be especially important in determining the success in improving the school's climate.
- ***Interviews*** – The DCSI and External Evaluation Team will conduct interviews on randomly selected teachers and students. The interview will include a set of standard questions that will be asked on a one-to-one basis in order to be able to obtain straightforward replies.
- ***Focus Groups*** – The External Evaluation Team will conduct focus group interviews on select groups. These groups will be brought together in order to be asked relevant and game changing questions. The goal will be to establish a dialog that can result in identifying common issues and encouraging input and suggestions.

Quantitative data: Will include:

- ***Surveys*** – The External Evaluation Team will conduct online large group surveys. These groups will include students, teachers, and parents. The surveys will be utilized to determine the success of the program by determining the number of individuals that are partaking in activities and interventions, how often they are participating, and the degree to which the participants are satisfied with the activities and interventions.
- ***Generated Reports*** – The DCSI, teachers, and PEIMS department will generate data reports that will be utilized to measure students' growth. These reports will be submitted to the External Evaluation Team to be utilized in the Evaluation Report that will be submitted to TEA and the district. The district has recently added the position of Data Analyst to support campuses in creating and analyzing data.
- ***Progress Reports and Sign-in Sheets*** – The teachers will be required to track students' daily assignments, attendance, and classroom behavior. Copies of the students' progress reports will be submitted to the DCSI for tracking. In addition, sign-in sheets will be collected and inputted into an electronic log.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
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The table below was created to provide details on the person that will be responsible for assessing the effectiveness of each program activity and intervention, as well as, how problems will be identified and corrected throughout the program.

ACTIVITY AND INTERVENTION ASSESSMENT

Goals # 1, 2, and 3:	Increase the number of students meeting standard in STAAR testing.
Responsible for Assessment:	District Coordinator of School Improvement (DCSI)

Activity/Intervention

- Extend learning time
- Professional Learning Communities
- Calendars includes parent/community member functions
- Professional development trainings
- Increased technology and software
- Expanding/enhancing of Pre-K and Kindergarten classes

Assessment Process

- Focus Groups
- Surveys
- Sign-in Sheets
- Reports

Goals #4:	Decrease in truancy, absenteeism, and tardies
Responsible for Assessment:	DCSI, Bilingual Education Instructional Coach, Teacher Mentor, and Instructional Coaches

Activity/Intervention

- Professional development trainings
- Increased technology and software
- Calendars includes parent/community member functions

Assessment Process

- Observations
- Focus Groups
- Interviews
- Surveys
- Reports
- Sign-in Sheets

Goals # 5:	Increase in parent and community member participation.
Responsible for Assessment:	DCSI, Principal, Parental Involvement Specialist, and Teachers

Activity/Intervention

- Calendars includes parent/community member functions
- Increased technology and software

Assessment Process

- Observations
- Surveys
- Focus Groups
- Sign-in Sheets

Goals #6:	Increase in use of data to refine instruction.
Responsible for Assessment:	DCSI, Bilingual Education Instructional Coach, Teacher Mentor, and Evaluation Team

Activity/Intervention

- Professional learning communities
- Professional development trainings
- Extend learning time
- Calendars includes parent/community member functions

Assessment Process

- Reports
- Surveys
- Focus Groups
- Sign-In Sheets

Goals #7:	Growth and improvement in teacher performance.
Responsible for Assessment:	DCSI, Bilingual Education Instructional Coach, Teacher Mentor, and Principal

Activity/Intervention

- Professional learning communities
- Professional development trainings
- Extend learning time
- Calendars includes parent/community member functions
- Review of wages

Assessment Process

- Reports
- Surveys
- Focus Groups
- Sign In Sheets
- Observations
- Interviews

Data results and feedback will be reviewed and presented during the campus' implementation meetings. During this time, the Campus Implementation Team will have the opportunity to discuss and select how any issues will be addressed. The DCSI will be responsible for ensuring that any changes to the program delivery are implemented immediately. If a change in the program is needed or a new vender is required, an amendment will be submitted to TEA for approval. All parents, teachers, staff, students, and community members will be notified of changes through email or flyer.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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The district's TTIPS Implementation Team utilized a rigorous process to select high-quality external providers to conduct services and deliver products that would be instrumental to the school reform. In order to ensure the proper external providers were selected, the campus first reviewed needs of the campus, the goals of the program, and the planned services and initiative.

The external staff and external providers on the project each serve a function that is essential to meet program goals and their roles are non-duplicative. ***(10 pts.)*** Based on this information, the Implementation Team categorized the types of eternal providers that would be required. This included Professional Development Trainers, Technology Vendors, External Evaluation Team, Curriculum Vendors, and more.

Pool of External Providers Identified: With this list in hand, the Implementation Team began searching for possible providers in each of the identified categories. Input was solicited from previous TTIPS awardees, top performing districts and campuses; and neighboring districts. These among other identified providers were researched in order to be presented for review during the next scheduled Implementation Meeting. Among information that was obtained was:

- ***Menu of Services*** – It is the intent of the TTIPS program to provide teachers, students, staff, parents, and community members with a wide-range of professional development training, products, and services that will ensure the district exits needs improvement status;
- ***Level of Experience*** – The district researched the number of years of service and requested information pertaining to the level of experience of the staff and CEO and a list of previous clients. Any individuals that did not have at least 10 years of experience in providing services in the same category were notated. Additionally, previous clients of each provider were contacted in order to solicit feedback;
- ***History of Prior Success*** – As part of the feedback that was solicited from previous clients, information was requested regarding the degree to which the services provided had been successful in achieving the intended results; and
- ***Associated Costs*** – A breakdown of fees were researched in order to create cost comparison sheet per category. Providers with the best cost per service were notated.

During the meeting, the Implementation Team reviewed the list that included all of the research that had been gathered. Based upon the information, the Implementation Team selected various vendors from all categories that would be considered. These individuals would be scheduled to provide a product demonstration for selected teachers, staff, and the principal, as well as to provide a bid or invoice for identified services.

Final Selection and Procurement: Once all demonstrations were provided and conducted, a provider for each category was selected. As per district's policy, if awarded, any invoice that exceeds EDGAR guidelines will be scheduled to be presented for school board approval during the next scheduled school board meeting.

Contracting Risk-Assessment: The Implementation Team assessed how the contracting of each external provider would support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern included the security issues related to the accessibility that would be granted to technology and students. The campus was aware that by allowing access to any provider to install technology and/or software in the district, student, teacher, and staff records were at a risk of being compromised. In addition, by allowing external provider access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the district will enforce a policy that required all providers pass a criminal background check prior to being admitted on campus property. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers, staff, and parent's information is protected as required by FERPA.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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On-going Oversight to External Providers: Methods described for rigorous oversight of external providers ensures ongoing high-quality service and success in delivering outcomes ***(10 pts.)*** The campus will employ a District Coordinator of School Improvement (DCSI) that will be responsible for providing oversight to the external providers. This individual will be required to:

- Be present at the onset of the contractual agreement;
- Attend trainings;
- Oversee the installation of technology, hardware, and/or software;
- Meet with teachers, students, staff, parents, and community members to discuss the quality and ease of implementation of products, services, and strategies provided by the external providers;
- Respond to any issues and problems; and
- Provide the Implementation Team with irregular updates on the external providers' performance.

Review of External Provider Performance Schedule: Since each provider will deliver services at various times throughout each year and will range in frequency, the district elected to create an online calendar of events that will include each of the external providers dates of expected services, method that will be employed to review performance, dates when the preview of performance will be conducted, dates when issues will be addressed with the external provider, and dates when assessment results will be submitted to the Implementation Team for review. This calendar will be linked to the DCSI, Principal, and Implementation Teams cell phones in order to provide up to date notification of expected events. Through this manner, DCSI will be able to provide ongoing and continuous oversight.

Personnel Responsible and Instruments for Measuring, Monitoring, and Management: As previously mentioned the DCSI will be responsible for providing oversight and managing each of the contracted external providers. In order to ensure that each of the providers is held to a high-level of excellence, the DCSI will be assisted with this process by various staff and teachers.

- Teacher Mentors will be utilized to solicit input from teachers regarding the professional development and implementation of products and services. To gather this information, the mentors will host a discussion groups directly following the training, at which time teachers will be asked to complete questionnaires. These questionnaires will ask teachers input regarding the quality of the information that was provider, the presenters ability to articulate new procedures in a manner that is easy to follow, and the teachers opinion of the relevance of the training that was provided.
- The Technology Director will be utilized to provide their professional opinions on external provider that provide the technology, hardware, and software. The Technology Director will be asked to rate the quality of the products that are provided, the ease of access of installation, the compatibility with existing resources, the knowledge and experience of the installation technician, and the support and training that was provided to teachers and staff. In addition to compliment his own questionnaire, the Technology Director will also solicit the opinions of teachers and students that will be utilizing the new resources.

Corrective Actions to Improve Performance: Based upon the results of the assessments, the DCSI may be required to meet with the providers to request a modification of services or additional support or trainings. Individuals that provide technology, hardware, and software may request to provide additional trainings to teachers and or to replace products that are not functioning properly. Professional development trainers may need to work with the DCSI to review the menu of available trainings and identify different trainings. If the issue is with the presenter, the DCSI may need to request a different presenter be assigned to the campus.

Remove/Replace A Low Performing Provider: In the event that issues with the provider cannot be resolved, the DCSI may suggest to the Implementation Team that the provider be replaced. An alternate provider or intervention will be presented as a solution. If it is agreed that the change is warranted, the provider will be notified of the campuses decision and if needed, an amendment will be submitted to TEA for approval

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Will enroll in the Children's Learning Institute (CLI) in order to implement the *Texas School Ready! Project.*
2.	Will select the individual that will serve as the District Coordinator of School Improvement (DCSI).
3.	Will create a TTIPS Implementation Team that will consist of TTIPS staff, district and campus staff, teachers, parents, and community members. The Implementation Team will be responsible for meeting on a regular basis and reviewing data collected and determining if the campus is on target to meet proposed objectives.
4.	Will purchase and provide training on Pre-kindergarten through 4th instructional materials that are aligned with the Texas State Board of Education.
5.	Will work with the assigned Technical Assistance Provider (TAP) to create an Implementation Readiness Portfolio that is aligned to the needs of the campus.
6.	Will meet with campus staff and teachers to create Professional Learning Communities (PLC). A schedule will be created that will allow the PLC's to meet weekly in an effort to ensure that curriculum is vertically aligned.
7.	Will contract with an Evaluation Team to conduct surveys, walk-throughs, and distribute questionnaires that will provide the campus with base-data that will be used to create the Implementation Readiness Portfolio.
8.	Will meet with the district and campus staff to enhance the Campus Calendar to include added opportunities to engage parents and community members in the school culture, including: Parent/Teacher Meetings, Open House, Parent/Community Academic Nights, etc.
9.	Will meet to assess staff and determine which teachers have the experience needed to serve as Teacher Mentors for new and struggling teachers.
10.	Will hold a meeting, which will be open to the public, in order to solicit feedback and suggestions regarding the activities to be provided through the grant program.
11.	Will lease and install 2 portable buildings and hire 3 Pre-K teachers to reduce the student-to-teacher ratio for Pre-K bilingual classes. Will also hire a Bilingual Education Instructional Coach that will assist bilingual teachers in providing excellent instruction and developing Tier I Interventions.
12.	Will meet to review the student-to-teacher ratio in order to determine the number of support staff (paraprofessionals) are needed to ensure they meet the 10:1 student:teacher ratio.
13.	Will review the available staff in order to ensure the campus has a teacher employed that has a Bachelor's Degree in Early Childhood Education or a field within a state-approved alternative program if not one will be hired.
14.	Will review and become familiar with the Texas Pre-Kindergarten Guidelines (PKG) in order to ensure the program operates in compliance with all regulations.
15.	Will submit the quarterly progress reports on time, which will document the school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the Texas Accountability Interventions System (TAIS) framework.
16.	Will schedule and meet with all approved vendors and collaborative partners for product demonstrations, create orders based upon the campus's needs, arrange delivery and set-up of products, and schedule staff trainings.
17.	Will meet with the Technology Director in order to ensure all hardware/software is compatible and that the existing infrastructure will support the new hardware/software. If needed, added infrastructure will be purchased.
18.	Will meet with the Chief Financial Officer to ensure all the grant accounts are properly set-up for accounting purposes and that the purchasing processes are being properly implemented.
19.	Will create a list of professional development trainings that are needed by staff and teachers, which will be based upon solicited feedback, survey results, walk-throughs, and academic needs assessment.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources.

On-Going, Existing Efforts Similar or Related to the Planned Project: With the recent decrease in state and federal funding the campus has struggled to provide programs that are designed to generate campus reform. The campus does; however, provide limited regular and on-going professional development to all teachers and staff. In addition, state Instructional Materials Allotment (IMA) funds are utilized to purchase teaching materials that are research-proven to increase student participation and scores. Finally, the campus provides assessments and conducts walkthroughs for all teachers on a regular basis.

How Coordinated Efforts will Maximize Effectiveness of Grant Funds: If awarded, the campus will provide existing program resources to support the proposed compensation teacher incentive plan with technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials as well as participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the project. The Chief Financial Officer Office Manager will be utilized to manage grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the project. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the **Early Learning Intervention Model**. The campus has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Counselor, Paraprofessionals, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school-year 2014-2015. The principal may not have been principal of the applicant organization prior to school-year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	At this time, this position is held by the principal who has been in place since the 2012-2013 school-year.
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	The district will aggressively seek out the most qualified applicants in selecting a new individual that will serve as the Principal at Cedar Creek Elementary. It is anticipated that this individual will be hired by 01/01/2016.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	
Description of the modification:	N/A
How intent of the original element remains/will be met:	

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Student growth plays an intricate part in a teacher's evaluation. Of the 8 parts of the teacher evaluation, PDAS, student growth account's for 5 and in the new evaluation system TTESS, 6 of 6 sections are directly connected to student growth. Therefore, to determine student's growth, the campus utilizes various systems to collect this data. They include the following: **STAAR Testing**: The campus will utilize STAAR scores for the 2014-2015 calendar school-year as the basis for student growth comparison. Subsequent testing scores will be utilized in order to see if the campus has an increase in the number of students that met the standards. In addition, the campus will track the number of students by teachers that met the standards in order to determine if each teacher is being effective in the classroom. **Classwork**: The campus will review students' classwork regularly in order to determine whether students are showing significant academic growth. Student class scores will be compared to previous years as well as to the teacher's peers in order to determine whether the teacher is being effective in the classroom. **Walk-Throughs**: District, campus, and TTIPS staff will conduct walk-throughs during the teacher's instructional period in order to determine if the teacher is effectively engaging and managing the students and classroom. **RtI Software**: Teachers will utilize RtI software to assess students each month. Assessment results will assist the campus in determining if students' academics are improving. **Student Attendance and PEIMS 425 Reports**: The TTIPS and campus staff will review attendance and PEIMS reports in order to determine if PBIS strategies are being implemented effectively in the classroom or are needed. Additional data sources include: TPRI, TejasLEE, MCLASS, TELPAS, and district created assessments.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice	As can been seen in the data that will be generated above, the campus will gather data from multiple sources throughout the five-year grant period in order to determine if teachers are positively impacting students' performance. Walk-throughs and assessments will be conducted every six (6) weeks by the DCSI, Teacher Mentors, and Bilingual Education Instructional Coaches on all core area teachers. An annual walk-through and assessment will be conducted by the Principal on all teachers. In addition, teachers in each core areas will be selected to have a walk-through and assessment conducted by the Evaluation Team. Data will be collected through these multiple sources throughout each school-year to track teachers' effectiveness, practices being implemented, and classroom management during the school-year and provide struggling teachers with additional professional development training, resources, and support.
Describe how the evaluation system was developed with teacher and principal involvement:	District and campus staff met in order to discuss the various methods that can be utilized to evaluate teachers. The administrators understand that it was imperative that multiple avenues be utilized to assess the teachers' performance. This would provide a more holistic means to ascertain the teachers' effectiveness. Teachers input were solicited in order to ascertain that the collection of data would not interfere with classroom instruction. By utilizing RtI software that includes a student reporting system and generate reports, it was agreed that the teachers would not be required to sacrifice any classroom instructional time.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

The campus has developed a rewards system that will be utilized to motivate and recognize mentors and teachers who demonstrate an increase in students' achievement in implementing the **Early Learning Intervention Model.** Due to the comprehensive nature of the teacher reform strategies, the planned reward system will provide mentors and teachers a multi-tiered incentive program. An example of the proposed plan is provided in the table below. However, funds not utilized will be used to increase the number (10) of eligible mentors/teachers.

MENTORS

Basis	Amount	Total
Paid Quarterly	$1,000	$4,000
Paid per assigned teacher (3 teacher maximum)	$300	$900
Paid per teacher that demonstrates growth (3 teacher maximum)	$750	$2,250
Maximum Eligible Amount Per Year:		**$3,150**

TEACHERS

Basis	Amount	Total
% of students that demonstrate improvement in there academics	25% - $1000 40% - $2,000	$2,000
% of students that demonstrate improvement in behavior and truancy	25% - $1000 40% - $2,000	$2,000
% of parents that demonstrate an increase in parental involvement	20% - $500 35% - $1,000	$1,000
Maximum Eligible Amount Per Year:		**$5,000**

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

In order to support new and struggling teachers, the campus has devised a system of support that is designed to ensure the growth and success of each teacher. On-going monitoring of each core area teacher conducted by multiple district, campus, and contracted staff will help ensure that struggling teachers are identified early and provided with additional interventions to address any area of need.

Interventions will include: Focus meetings to discuss with teachers areas of weaknesses and devise specialized interventions; Scheduling additional one-on-one trainings with Mentors and Instructional Coaches; Providing additional opportunities for professional development trainings; and Reassessing the teacher in order to determine if any growth has been identified.

Describe the criteria established for educator removal:

The district will ensure that the evaluation systems utilized to assess all teachers were of high quality and implemented with fidelity. The assigned Teacher Mentor, Instructional Coach, Bilingual Education Instructional Coaches, and DCSI will meet to discuss any teacher who has failed to improve after being provided with additional and targeted intervention strategies. If no added solutions can be devised, this individual will be recommended for dismissal to the principal. A complete report will be included with the recommendation that will include: evaluation results, a list of strategies implemented, list of trainings provided, and students' performance results. Based on this information, the principal will meet with the Human Resources Department and review what steps will be followed to remove the teacher from employment.

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Changes on this page have been confirmed with:	On this date:
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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	**N/A**
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school-year:	**N/A**

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	**N/A**

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations, and comparable staff salaries. Indicate if the campus will collaborate with community-based provider to deliver the preschool.	The proposed preschool schedule will consist of an 8-hour day. Students will arrive and be provided with a nutritious breakfast that will prepare them for the day. During the course of the day, students will participate in fun and engaging activities that will incorporate each of the 5 core areas. This will include, but is not limited to: • Math Workshops (i.e. counting games, identifying more-than and less-than, etc.); • Reading Workshops (i.e. read aloud, word identification, etc.); and • Writing Workshops (i.e. tracing letters and numbers, etc.). None of the classrooms will exceed 20 students and will consist of a certified teacher and a paraprofessional. This will ensure the 10 student to 1 instructional staff ratio. In addition, as required a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway will be hired to serve as a teacher mentor for all of the Pre-Kindergarten and Kindergarten teachers. This individual will be required to have a minimum of 3 years of experience working in an early education setting. Furthermore, the campus will contract with the University of Texas Health Science Center's Children's Learning Institute (CLI) to provide to provide proven learning solutions derived from, and supported by, documented research.
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	The campus will implement the Texas School Ready! designed to increase children's school readiness. The Texas School Ready! design utilizes five evidence-driven components: research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher mentoring, and sustainability to help ensure the success of the program. In addition, the Pre-Kindergarten and Kindergarten teachers will take-part in the PLC's that will meet on a weekly basis with other teachers. These meeting will allow for the planning of daily lesson plans and to vertically align classroom lessons with other grade levels. This will include math, science, literacy, language, and socio-emotional skills.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	C-PALLS+ Child Progress Monitoring Tool will be utilized to provide immediate feedback reports on teacher's performance. This report will show children's progress in rapid vocabulary naming, rapid letter naming, phonological awareness, mathematics, social and emotional development, writing, and book and print knowledge. Administration, teachers, and TTIPS staff will use this information to guide and provide continuous improvement and next-grade readiness. In addition, the district will utilize the Texas Primary Reading Inventory (TPRI) to assess students. Children of limited English will be assessed utilizing and Tejas LEE. The district will assess each child three (3) times per year, which will include: Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). As required by TEC, §28.006 (Reading Diagnosis), all data will be entered into the Early Childhood Data System's (ECDS) Texas Student Data System (TSDS). The ECDS will be used to collect data and inform school stakeholders of the effectiveness of the Pre-Kindergarten Program that is being implemented.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	
Indicate the number of new staff hired for work in the turnaround model implementation:	
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	**N/A**

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **011-901**	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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Critical Success Factor: ***Academic Performance/Improve the Instructional Program***

	Planned Intervention	Period for Implementation
1.	The campus will select instructional materials, hardware, and software that are scientifically-researched and effective, as evidenced through supporting academic data.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
2.	The campus will restructure classes in order to ensure that the class size does not exceed 20 students and that the student-to-teacher ratio does not exceed 10:1.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
3.	The campus will extend learning time by 30 minutes in order to increase students' access to math and ELA academics.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
4.	Students will be assessed formally and informally utilizing through several assessments designed to determine individual student reading and math levels. Based on the results; a curriculum plan will be developed to address each area of the students' deficiencies. Periodic assessments will be provided throughout the grant program so that the campus can adjust the curriculum plan as needed.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
5.	An external provider will be contracted that will provide workshops that are designed to increase parent and community involvement. These workshops will be available to parents, teachers, staff, and community members and will include research-based strategies that are proven to motivate parents to take a more active part in their child's educational development.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
6.	The campus will provide teachers professional development training designed to increase their data skills and data-informed decision-making processes in order to provide them the skills needed to utilize data to differentiate instruction. The district has recently added the position of a Data Analyst to assist campuses with data analysis. The district utilizes Eduphoria and MCLASS software to manage data analysis.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
7.	The campus will organize Professional Learning Communities (PLCs) in order to provide teachers the opportunity to analyze and improve their classroom practice, promote deep team learning, and align curriculum from one grade to the next.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5

The interventions planned (Schedule 17, all parts) are of adequate scope and scale to meet all requirements of the federal School Improvement Grant **Early Intervention Model** selected, as described in the Program Assurances. (30 pts.)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Increase Teacher Quality***

	Planned Intervention	**Period for Implementation**
1.	As part of the TTIPS **Early Learning Implementation Model,** the campus will create Professional Learning Communities (PLC). Five PLCs will be created that will be broken down by grade levels. Each PLC will meet weekly in order to discuss lesson plans and ensure vertical alignment, discuss best practices, review data and provide suggestions and feedback, and discuss areas of concern.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Current teachers will be reviewed in order to identify individuals that are qualified to serve as Teacher Mentors. These individuals will be provided with professional development training that will prepare them to serve in their new role of Trainer-of-Trainers. Each Teacher Mentor will be assigned teachers that have less than 2 years of experience and/or are struggling to provide support and oversight to them.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The campus will provide teacher's professional development training that will provide them with research-based strategies that are proven to increase student's participation, improve academics, and expand their classroom management skills. Through these trainings, teachers confidence will improve; thus, helping to ensure an increase in teacher's quality.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Research-proven resources (technology, software, hardware, manipulatives, etc.) will be provided to teachers that are designed to improve students' engagement and academics. Each participating teacher will be provided with professional development training on the proper use of these resources.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Instructional coaches will be contracted to provide onsite professional development to teachers on how to use evidence-based teaching practices and support them in learning and applying these practices.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Teachers' salaries will be reviewed in order to ensure that they are comparable to local K-4th teaching staff. If needed, adjustments will be proposed through the use of TTIPS funds. In addition, teachers will be provided with performance based stipends and extra-duty pay for any hours worked beyond their contracted schedule.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Teachers will be provided with RtI software that is designed to assess students and provide data on their progress. In addition, teachers will be provided training on how to utilize this generated data as well as, STAAR testing results, benchmarks, classwork, etc. to modify their instruction and target struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Increase Leadership Effectiveness***

	Planned Intervention	**Period for Implementation**
1.	The Principal, for the 2015-2016 school-year has yet to be selected. This individual will have the leadership capability to ensure the success of the **Early Learning Intervention Model** and will lead the school out of Focus status.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	The principal will be provided with professional development training designed to increase his/her leadership effectiveness. Trainings will include, but are not limited to, Standards for Staff Development, Building Effective Leaders, Mental Health, Bullying and Reporting Procedures, Creating a Positive Campus Climate, Effective School Practices, Classroom Walk-throughs with Reflective Practice, and more.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	A District Coordinator of School Improvement (DCSI) will be hired to implement all strategies of the TTIPS **Early Learning Intervention Model**. This individual will be solely employed to oversee, manage, and support the planned program. This individual will be provided with similar leadership training as those provided to the principal in order to ensure that he/she has the ability and confidence to manage the program effectively.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Succession management strategies have been created that will help ensure that the district is equipped to replace any individual that chooses to leave the district. TTIPS staff will be trained in the role and function that they are designated for, but also be able to stand-in or support other key roles. If replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Regular meeting will be held in order to review the status of the campus reform and to determine of any additional trainings or support are required. During these meetings data and external providers' assessments will be reviewed.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The campus will implement various strategies to increase parent and community involvement. Strategies will include the contracting of PEERS to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	The campus will provide teachers' professional development training that will provide them with research-based strategies that are proven to increase students' participation, improve academics, and expand their classroom management skills. Through these trainings, teachers confidence will improve; thus, improving their leadership effectiveness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Increase Use of Quality Data to Inform Instruction***

	Planned Intervention	**Period for Implementation**
1.	Hire a District Coordinator of School Improvement (DCSI) to align campus curriculum and implement the ***Early Learning Intervention Model***. 1) Utilize the most current research based practices, 2) Vertically and horizontally align instruction, 3) Align instruction with State Academic Standards, and 4) Align with College and Career Readiness Standards.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Trainings will be provided to teachers to enhance their content knowledge and understanding of the TEKS. Teacher Mentors will help identify academic areas of weakness so that the campus can contract with needed content specialist from Region 13 ESC.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The campus will contract with an External Evaluation Team to ensure continuous use of data to inform and differentiate instruction. The External Evaluation Team will conduct surveys on teachers, parents, students, staff, and community members. In addition, walk-throughs and focus group discussions will be performed. Based on these results, the External Evaluation Team will provide suggestions and recommendations to address any areas of weakness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Teachers will be provided with RtI software that is designed to assess students and provide data on their progress. In addition, teacher will be provided training on how to utilize this generated data as well as, STAAR testing results, benchmarks, classwork, etc. to modify their instruction and target struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Teachers will be provided with multiple assessments throughout the school-year. Classroom assessments will be conducted by principals, DCSI, teacher mentors, Bilingual Education Instructional Coaches, and the External Evaluation Team in order to gather a multitude of feedback.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	PLC groups will meet weekly in order to review data, provide suggestions and feedback, and discuss strategies to address deficiencies. Best practices will also be discussed in order for struggling teachers to gather new methods to address low data scores.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Regular meeting will be held in order to review the status of the campus reform and to determine of any additional trainings or support are required. During these meetings, data and external provider's assessments will be reviewed.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor: ***Increase Learning Time***

	Planned Intervention	Period for Implementation
1.	The campus will evaluate the present school schedule to increase core instruction by 30 minutes.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	The campus will review the academic learning time (period when instruction aligns with students' readiness to learn) as opposed to the allocated school time (total amount of time students are at school) in order to plan strategies to more closely align these two areas.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.	Teachers will add the additional 30 minutes to reading, writing or math dependent upon student need as evidenced by data. The schedule will remain flexible throughout the school year.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	The campus will offer a Saturday tutoring and enrichment throughout the school year. Transportation will be provided to students to increase attendance.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	The campus will provide after-school core academic tutorials for students in order to increase the instructional time.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The campus will be provided with access to software curriculum at home. This will allow students to have additional time for instruction in core academic subjects. Students that do not have a computer at home will be provided with the opportunity check-out a laptop and a hotspot to utilize at home. Parents will be required to sign a permission slip prior to the releasing of the technology to the student. The district currently supports a device checkout system for high school students, which will also be implemented at Cedar Creek Elementary.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor: ***Increase Parent/Community Engagement***

	Planned Intervention	Period for Implementation
1.	The campus will implement various strategies to increase parent and community involvement. Strategies will include the contracting of PEERS to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	The campus will ensure that parents and community members are provided with notification of meetings and events. Various manners of notification will be utilized in order to encourage parents and community participation. Methods for notification will include: letters sent home to parents, email blasts, utilization of the school messenger system, school billboard, morning announcements, and flyers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The Campus Calendar will be modified in order to include added opportunities for parent and community member involvement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	A campus academic night will be scheduled in order to provide parents and community members the opportunity to take part in the students' education. The intent of these academic nights will be to allow students to show parents the methods and resources that are being utilized to instruct them. Students will have the opportunity to "teach" parents and community members while simultaneously providing parents and teachers the opportunity to "tryout" new technologies, manipulatives, and curriculum.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	An open house will be scheduled at the beginning and middle of the year in order to allow parents the opportunity to meet the teacher and visit their classroom. Parents will be provided samples of children's work and will have the opportunity to ask questions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Parent/Teacher meetings will be scheduled to occur twice a year. This will provide teachers the opportunity to discuss issues of concern with the parent and make the parents a part of the solution.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	The campus will implement a Parent of Distinction and Community Member of Distinction award in order to recognize individuals that have taken an active role in the reforming of the campus. These awards will be issued on a bi-monthly period and will include a certificate. The individuals selected will be featured on the district and campus website, announced on the school marque, and have a special notification included in the district and campus newspaper.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **011-901** | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor: ***Improve School Climate***

	Planned Intervention	Period for Implementation
1.	Contract with the National School Climate Center (NSCC) to conduct a Comprehensive School Climate Inventory (CSCI) on the campus in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning. This Inventory will be re-administered in year 2, 4 and 5 of the TTIPS Program in order to determine if the campus's school climate has improved.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☐ Year 3
2.	Based on the CSCI, the campus will: 1) Prioritize goals; 2) Research best practices and evidence-based instructional and systemic programs; and 3) Develop an action plan to promote learning and a positive and sustained school climate.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
3.	The campus will contract with an External Evaluation Team to conduct surveys on teachers, parents, students, staff, and community members. In addition, walk-throughs and focus group discussions will be performed. Based on these results, the External Evaluation Team will provide suggestions and recommendations to address any areas of weakness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	The campus will ensure that students feel safe and secure while at school. Strategies will be implemented to decrease the number of student-related incidents. This will include incidents of bullying, fighting, possession of controlled substances, truancy, and others. In addition, the campus will ensure that no unauthorized individual is granted access to the campus.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	The campus will implement various strategies to increase parent and community involvement. Strategies will include the contracting of PEERS to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The campus will contract with Comprehensive Training Center to provide a spectrum of training to teachers and parents designed to help address students' social and emotional needs that lead to academic issues. Some sessions will include the use of Rope training.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Teachers will be provided with performance-based stipends and extra-duty pay for any hours worked beyond their contracted schedule. In addition, students will be provided with incentives to acknowledge improvement in academics, behavior, and attendance. Incentives will include: certificates, small flash drives, pens, etc.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **011-901** | Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☐	☐
A99		☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☐	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **011-901** | Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99		☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☐	☐
C02	Provide counseling	☒	☐	☐
C03	Conduct home visits by staff	☐	☐	☒
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☒
C06	Provide mentor program	☐	☐	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **011-901**		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	**Strategies for Gang-Related Activities**	**Students**	**Teachers**	**Others**
C08	Provide community service programs/activities	☒	☐	☐
C09	Conduct parent/teacher conferences	☒	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☒
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☒
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☒	☒	☒
C99		☐	☐	☐
Barrier: Drug-Related Activities				
#	**Strategies for Drug-Related Activities**	**Students**	**Teachers**	**Others**
D01	Provide early identification/intervention	☒	☐	☐
D02	Provide counseling	☒	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☒
D05	Provide mentor program	☐	☐	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☒
D07	Provide community service programs/activities	☒	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☒	☒	☒
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☒	☒	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☒
D99		☐	☐	☐
Barrier: Visual Impairments				
#	**Strategies for Visual Impairments**	**Students**	**Teachers**	**Others**
E01	Provide early identification and intervention	☒	☐	☐
E02	Provide program materials/information in Braille	☒	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **011-901**		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	**Strategies for Visual Impairments**	**Students**	**Teachers**	**Others**
E03	Provide program materials/information in large type	☒	☐	☐
E04	Provide program materials/information on tape	☒	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☒	☐
E06	Provide training for parents	☐	☐	☒
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99		☐	☐	☐
Barrier: Hearing Impairments				
#	**Strategies for Hearing Impairments**			
F01	Provide early identification and intervention	☒	☐	☐
F02	Provide interpreters at program activities	☒	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☒	☐
F07	Provide training for parents	☐	☐	☐
F99		☐	☐	☐
Barrier: Learning Disabilities				
#	**Strategies for Learning Disabilities**	**Students**	**Teachers**	**Others**
G01	Provide early identification and intervention	☒	☐	☐
G02	Expand tutorial/mentor programs	☒	☒	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99		☐	☐	☐
Barrier: Other Physical Disabilities or Constraints				
#	**Strategies for Other Physical Disabilities or Constraints**	**Students**	**Teachers**	**Others**
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☒	☒
H02	Provide staff development on effective teaching strategies	☐	☒	☐
H03	Provide training for parents	☐	☐	☐
H99		☐	☐	☐

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Barrier: Inaccessible Physical Structures				
#	**Strategies for Inaccessible Physical Structures**	**Students**	**Teachers**	**Others**
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☒	☒	☒
J99		☐	☐	☐
Barrier: Absenteeism/Truancy				
#	**Strategies for Absenteeism/Truancy**	**Students**	**Teachers**	**Others**
K01	Provide early identification/intervention	☒	☒	☒
K02	Develop and implement a truancy intervention plan	☒	☒	☒
K03	Conduct home visits by staff	☒	☐	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☒
K05	Provide mentor program	☒	☐	☒
K06	Provide before/after school recreational or educational activities	☒	☒	☒
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☒
K10	Coordinate with health and social services agencies	☐	☐	☒
K11	Coordinate with the juvenile justice system	☐	☐	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
K99		☐	☐	☐
Barrier: High Mobility Rates				
#	**Strategies for High Mobility Rates**	**Students**	**Teachers**	**Others**
L01	Coordinate with social services agencies	☒	☐	☒
L02	Establish partnerships with parents of highly mobile families	☐	☐	☒
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99		☐	☐	☐
Barrier: Lack of Support from Parents				
#	**Strategies for Lack of Support from Parents**	**Students**	**Teachers**	**Others**
M01	Develop and implement a plan to increase support from parents	☒	☒	☒
M02	Conduct home visits by staff	☐	☐	☒

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Barrier: Lack of Support from Parents (cont.)				
#	**Strategies for Lack of Support from Parents**	**Students**	**Teachers**	**Others**
M03	Recruit volunteers to actively participate in school activities	☒	☒	☒
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☒	☒	☐
M06	Provide parenting training	☐	☒	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☐	☐	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99		☐	☐	☐
Barrier: Shortage of Qualified Personnel				
#	**Strategies for Shortage of Qualified Personnel**	**Students**	**Teachers**	**Others**
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new teachers	☐	☒	☒
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☒	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99		☐	☐	☐
Barrier: Lack of Knowledge Regarding Program Benefits				
#	**Strategies for Lack of Knowledge Regarding Program Benefits**	**Students**	**Teachers**	**Others**
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☒

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☒
P99		☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☒
Q99		☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐

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